

DOCUMENT RESUME

ED 155 865

EC 110 766

TITLE Working with Children: The Ochlocknee Project.
INSTITUTION Southwest Georgia Program for Exceptional Children, Ochlocknee. Ochlocknee Multi-Handicapped Outreach Project.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 76
NOTE 106p.; For related information, see ED 131 641, EC 110 764, and EC 110 766-767
EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS *Aurally Handicapped; Cognitive Development; Communication Skills; Curriculum Guides; Deaf; *Developmental Tasks; Early Childhood Education; *Educational Objectives; Language Development; *Multiply Handicapped; Psychomotor Skills; Self Help Programs; Social Development

ABSTRACT

The curriculum is designed to give teachers guidelines and objectives for working with young children who are deaf or multiply handicapped. Five sections cover the following areas: language and communication skills, cognitive development, self help skills, social-emotional skills, and psychomotor development. Developmental steps are provided for age levels ranging from infancy to 9 years. Appendixes cover home based activities for language development, receptive and expressive speech skills for the hearing impaired child, orientation and mobility for the visually impaired child, sample strategies, charts and tables, and a sample developmental profile. (SBH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED1555865

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.



Working With Children

THE OCHLOCKNEE PROJECT

**Southwest Georgia Program
For Exceptional Children**

P. O. BOX 110-A

OCHLOCKNEE, GEORGIA 31773

EC 110766

©1976 Thomas County Schools

CONTENTS

Acknowledgements	1
Preface	11
Philosophy	111
Instructional Objectives	
Language and Communication Skills	1
Cognitive Development	10
Self-Help Skills and Personal Hygiene	16
Social-Emotional Skills	20
Psychomotor Development	27
Appendix I -	
Home Based Activities for Language Development	39
Appendix II -	
Receptive and Expressive Speech Skills for the Hearing Impaired Child	44
Appendix III -	
The "Normal Child" - The Visually Impaired Child	55
Appendix IV -	
Sample Strategies	65
Appendix V -	
Charts and Tables	77
Appendix VI -	
Sample Developmental Profile	83
Bibliography	88

This material was prepared pursuant to a grant from the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

ACKNOWLEDGEMENTS

The greatest motivation and inspiration for preparing this curriculum guide comes from the realization that by so doing all who have a part - parents, teachers, aides, administrators - can make a contribution to the growth and development of many multi-handicapped young people. This is the spirit and the purpose with which this guide, Working with Children, has been prepared.

Many people who belong to each of the above groups have made a lasting contribution as they helped to prepare this guide for use in The Children's Center, the Southwest Georgia Program for Exceptional Children.

Second only to the motivation of helping the children, comes the desire to assist parents who are so anxious to do anything that they can and are so evidently appreciative of all that is done to help their children. We wish to acknowledge the part the parents continue to play in this ongoing program.

No undertaking of the magnitude and complexity which is involved in this program for early childhood education for seriously handicapped youngsters can be successful without vision, ability and dedication on the part of its Director. G. Harold Smith has furnished these, plus capable and efficient leadership in all areas of the program. Everyone involved in the program acknowledges and appreciates his many contributions.

Mr. Bob Kibler, Project Coordinator, has done an exemplary job in providing needed leadership and support to his staff. He has certainly done an outstanding job.

We wish to thank especially Mrs. Lillie Bogan, Lead Teacher for Multi-Handicapped, and Dr. Steve Berman, Director of Special Education, Colquitt County Schools, for the primary contributions which they have made to the compilation of the guide itself.

We wish to acknowledge that each of the Boards of Education and the Superintendents of the cooperating school systems have been most helpful. Without their vision, realization of the needs involved, and cooperative spirit, the Center itself nor the Guide would be possible.

Mary Ann Davis, Gale Cooper, Alice Cooper, teachers in the program, made real and lasting contributions by critiquing and proofreading the guide. Miss Anna Jackson did the typing. We acknowledge all of these contributions to the preparation of the guide itself and express our thanks and appreciation to each of them.

Realizing and appreciating the firm support and cooperation we have received from many agencies who have worked with us in this program, we wish to acknowledge this support and express our sincere appreciation to them.

Dan W. Bramlett, Superintendent
Thomasville City Schools
Chairman, Board of Directors
Southwest Georgia Program for
Exceptional Children

PREFACE

Many authors have published literature which deals with working with "the normal child" as well as deviations from the norm. When this curriculum was written, it was not the intention to create totally new developmental stages for various areas, but rather to review the research which has already been completed and compile instructional objectives which could be used by the classroom teacher when working with multi-handicapped children. The credit to the authors is cited in the bibliography.

When using this curriculum guide, one should completely survey the contents first to see which areas are presented and the format which is followed. Secondly, a developmental profile of each child should be obtained with the results properly interpreted. Strategies should be designed to meet the appropriate objectives as indicated by each individual developmental profile. It should be noted that some items which appear with the instructional objectives are not objectives, but are developmental aspects of each given area.

It is not the intention of this curriculum to draw clear cut lines between each section, but rather to show how the developmental stages of each area correlate. This should be kept in mind while working on instructional objectives in each area.

PHILOSOPHY FOR CURRICULUM DEVELOPMENT

It is very obvious that from past years there are no simple answers to the education of the multi-handicapped. This curriculum does not attempt to solve all the academic problems associated with deafness and multi-handicapping conditions. Rather, its purpose is to give teachers guidelines and objectives when working with these populations.

The areas covered in this curriculum are: (1) language and communication skills (2) cognitive development (3) self-help skills (4) social-emotional skills (5) psycho-motor development.

In preparing this curriculum guide, the above areas were examined in relation to normal child development.

The curriculum guide and objectives follow a developmental paradigm with the exception of the instructional objectives for receptive and expressive speech skills which follows a sequential paradigm.

LANGUAGE AND COMMUNICATION

Language and communication skills follow a developmental process from birth to adulthood. Included in this developmental process are the areas of phonological development, syntactical development, and semantical development. This section outlines language acquisition of a "normal child" from birth to eight years.

INSTRUCTIONAL OBJECTIVES
FOR
LANGUAGE DEVELOPMENT OF A CHILD
BEHAVIORAL OBJECTIVES

I. Zero - Four Months

- A. The child will exhibit markedly less crying than the first weeks of life.
- B. The child will smile, coo, and gurgle in vowel-like sounds when smiled at and talked to.
- C. The child will sustain cooing and gurgling for atleast 15-20 seconds.
- D. At approximately four months, the child will turn his head in response to a speaker's voice and seemingly search for the voice with his eyes.

II. Five Months

- A. The child will demonstrate vowel-like cooing sounds which will be interspersed with more consonants. (b,p)
- B. The child may demonstrate the acquisition of labial fricatives (f,v) aspirants (h), and nasals (m,n). Accoustically, vocalizations are different from the natural language of his environment. It is at this point in time that a child is able to produce any given sound of any given language according to linguists. (Lennenberg and Kagan)
Explanation: This implies that the child in his vocal play at 20 weeks will randomly produce all the sounds of any given language. This does not imply that pre-schoolers or beginning school age children will have all the "adult-like" sounds common to the English language.

III. Six Months

- A. The child will demonstrate in his cooing, babbling which resembles one syllable utterances. (da, ma, mu, da, di) (Lennenberg)
- B. The child may demonstrate articulate language as a phase of spontaneous vocalization.

IV. One and One Half Years

- A. The child will demonstrate a definite repertoire of words - more than three, but less than 50.
- B. The child may demonstrate much babbling, but now babbling will consist of several syllables with intricate intonation pattern.
- C. The child will use and respond to few favorite words: all gone, bye-bye, etc.
- D. The child will use gestures to reinforce language. He may show the need to be handled physically more so than verbally. e.g. Shaking head for "no".
- E. The child will demonstrate little ability to join any of the lexical items into two-item phrases.

V. Two Years

- A. The child will demonstrate a vocabulary in excess of fifty items.
- B. The child will begin to spontaneously join vocabulary items into two-word phrases. (All phrases appear to be his own).
- C. The child will demonstrate a definite increase in communicative behavior and interest in language.

VI. Two and One Half Years

- A. The child will utter with communicative intent.
- B. The child will exhibit utterances of at least two words, and many may have three or even five words.
- C. The child may follow two or more instructions in connection with his play.

- D. The child will attempt to follow oral directions.
- E. The child will show an increase in the comprehension of environmental sounds.
- F. The child will recognize objects by functions. (e.g. Show me what we eat with.)

VII. Three Years

- A. The child will vocally express desires and feelings.
- B. The child will demonstrate a vocabulary of approximately 1000 words of which an estimated 80% will be intelligible to strangers.
- C. The child will use regularization to form plurals of words.
- D. The child will relate language to the activity.
- E. The child will demonstrate rapid growth in receptive and expressive language.
- F. The child will show a change from telegraphic speech to full sentences.

VIII. Four Years

A. Phonological Development

- 1. The child will speak intelligibly 98% of the time.
- 2. The child will show reductions in articulatory omissions and substitutions.
- 3. The child will be able to control his vocal pitch.
- 4. The child will use some adult patterns of rhythm.
- 5. The child may exhibit some blocking and associated overt mannerisms.

B. Syntactic Development

- 1. The child will show increasing skill in transformations (modification in sentence which transforms kernel).
e.g. Kernel - John is a boy.
Transformation - Is John a boy?

2. The child will begin to use complex and compound sentences, 6-8 words in length. Mean sentence length: 4.2 words.

Grammatical Categories: Speech is made of:

Nouns	16.3%	Conjunctions	2.8%
Verbs	23.1%	Prepositions	7.5%
Adjectives	6.7%	Interjections	1.3%
Adverbs	10.4%	Articles	7.5%
Pronouns	20.3%	Unclassified	4.1%

C. Semantic Development

1. The child will begin to show interest in isolated word meanings, but verbal syncretism still dominates understanding.
2. The child will still deal with whole sentences without analysis of words.
3. The child uses how and "why" questions in response to speech of others.
4. The child will allude to objects, persons, events not in immediate environment.
5. The child will engage in collective monologues with other children, but there is little cooperative thinking.
6. The child will talk alot, often telling tales, using slang, and threatening his playmates. Counts 3 objects.

(Vocabulary Mean Number of Words 1540)

IX. Four and One Half Years

A. Phonological Development

1. The child will exhibit the appearance or stabilization of phonemes: (See Appendix V) /s/, /ʃ/, /tʃ/, /kr/, /tʃ/.
2. The child will show instability in position for the following /l/, /r/, /s/, /θ/.
3. The child will reverse order of sounds within word occasionally (reflects lack of memory for bits).

4. The child will frequently disturb basic melody by beginning sentences with (Am) or /A/.
5. The child's voice will be well modulated and usually takes on intonational and rhythmic patterns of mother.

B. Syntactic Development

1. The child will show increase use of compound and complex sentences.
2. The child will reverse syllable and word order occasionally in sentence.
3. The child will expand sentences through the use of conjunctions and makes spontaneous corrections in grammar. Mean length of response: 4.7 words.

C. Semantic Development

1. The child will use more adaptive language (social language) and will show a decline in egocentric speech.
2. The child will employ extension of meaning in interpreting speech of others.
3. The child will be able to perceive differences in concrete events.
4. The child will link past and present events.
5. Mean number of vocabulary words: 1870
The child's vocabulary will now reflect his linguistic culture; using many colloquial expressions.
6. The child will define simple words.
7. The child may try to use new words, not always correctly.

X. Five Years

A. Phonological Development

1. The child will exhibit intelligibility in articulation, but phonemes /f/, /v/, /l/, and /s/ are not stabilized in all positions or in all contexts.

B. Syntactic Development

1. The child's grammar will be reasonably accurate making many spontaneous corrections.
2. The child's sentence structure will expand rapidly in accuracy and complexity.
3. The child will develop the use of the relative clause. The boy who is wearing red pants is my brother. Mean length of response: 4.8 words.

C. Semantic Development

1. The child will engage in responsive discourse.
2. The child will give and receive information (change from egocentric speech to rational reciprocity.)
3. The child will develop percepts of number, speed, time and space.
4. The child will show inner logic in recounting plots of children's plays (television and theater)
5. The child will be able to name and describe objects in composite pictures.
6. The child will name penny, nickel, and dime.
7. The child may employ some imaginative thinking, but is mainly realistic.
8. The child may be able to categorize concrete events on basis of likeness and difference.
9. Mean number of words: 2072
10. The child's comprehension of vocabulary increasing markedly.
The child will be able to define simple words.

XI. Five and One Half Years

A. Phonological Development:

The child's speech will be intelligible 89-100% of the time.

B. Syntactic Development

1. The child will show gains in sentence making of all types.

2. The child will use all basic sentence structures.
3. The child will make some errors, but will correct them spontaneously.

C. Semantic Development

1. The child's language will become symbolic.
(Significant gains in relating present and past events.)
2. The child's conversation is socialized in sense that listener is associated with speaker; little true collaboration of thought.
3. The child will still speak chiefly of himself, his actions and thoughts.
4. The child will demonstrate the development of primitive arguments.
5. The child will advance in categorization and synthesis of percepts.

Vocabulary: Mean number of Words: 2289

XII. Six Years to Seven Years

A. Phonological Development

1. The child will demonstrate proficiency in the following phonemes:
/l/, /t/, /θ/, /r/, /j/.
2. The child will demonstrate sentence melody imitative of adults in environment.
3. The child will experiment with rhythmic patterns. Facial expression accompanying speech changes with rhythm; more varied patterns of expressions.

B. Syntactic Development

1. The child's speech will be made of:

Nouns	17.1%	Conjunctions	2.6%
Verbs	25%	Prepositions	7.6%
Adjectives	7.6%	Interjections	1%
Adverbs	10%	Articles	8.3%
Pronouns	19.2%	Unclassified	1.6%

2. The child's sentence length and complexity will develop sharply; has command of every form of sentence structure.

Mean length of response: 6.5 words.

C. Semantic Development

1. The child will develop a comprehension of meaningful linguistic sequences.
2. The child will anticipate closure in speech of others.
3. The child's perception and inner language will make great gains i.e. asks for explanations.

XIII. Seven Years to Eight Years

A. Phonological Development

1. The child will become proficient in using the following phonemes:
/z/, /ʒ/, /ʒ/, /st/, /l/, /z/, /tr/, /kt/.
2. The child will have subtle rhythms and intonational contours present.
3. The child's facial and hand gestures will underscore speech rhythms.

B. Syntactic Development

1. The child's chief errors are now common to this cultural environment.
2. The child's mean length of response is 7.2 words.

C. Semantic Development

1. The child's inner language will show marked development.
2. The child's speech will reflect an understanding of causal or logical relations.
3. The child's comprehension of words will race far above vocabulary use. i.e. Understands 6000 - 8000 words; use 2562 - 2818 words.

COGNITIVE

The cognitive processes are the operations or routines that the mind performs on the basic units of the images, symbols, concepts, and rules. The processes include the encoding of information, the storing and retrieving of information from memory, the generation of hypotheses, their evaluation according to criteria and deduction and inductive reasoning. Out of the interaction of these processes with these units there emerges intelligent thought. (Developmental Psychology Today, publisher Richard Holme)

INSTRUCTIONAL OBJECTIVES
FOR
COGNITIVE SKILLS
BEHAVIORAL OBJECTIVES

I. Six Months

- A. The child will respond to sound of a rattle.
- B. The child will respond to sudden voices.
- C. The child will be aware of new situations.
- D. The child will move arms in purposeful fashion and hold them up to be lifted by familiar persons.
- E. The child will reach for toys and objects merely for the purpose of grasping.
- F. When toys fall from hand, the child may forget them or search only vaguely for them with eye and patting hand.
- G. The child will differentiate between people.
- H. The child will treat a book merely as an object to be manipulated.
- I. The child will play peek-a-boo.

II. One Year

- A. The child will drop toys deliberately and look in the correct place for ones which roll out of sight.
- B. The child will respond to his name and "no-no".
- C. The child will wave "bye-bye" and clap hands in imitation or spontaneously.
- D. The child will look at pictures in books.
- E. The child will squeeze doll to make it squeak.
- F. The child will recognize familiar people approaching from 20 ft. or more away.

III. One and One Half Years

- A. The child will be able to name one or more of five familiar objects when asked.
- B. The child will watch and retrieve rolling balls; grasp adult's hand and pull him to show him things; use a tool to get something he wants.
- C. The child will be able to understand and follow simple commands.
- D. The child will be able to point to identified pictures and verbally give name of one or more familiar objects.
- E. The child will be able to use the word "more".
- F. The child will be able to use "grasping" for many purposes, such as building, scribbling, picking up, and placing objects.
- G. The child will be able to identify pictures in a book (Ex. "Find the ball").

IV. Two Years

- A. The child will name three or more of five familiar objects when asked.
- B. The child will distinguish between one and many; uses the word "another".
- C. The child will be able to name or point to many details of pictures in book.
- D. The child will be able to sort and group when presented with an array of two different kinds of objects (Ex. blocks and beads).
- E. The child will be able to imitate three or four simple movements, such as clapping hands.
- F. The child will be able to string beads, turn a doorknob, snip with scissors, unscrew lids from jars, and hold a crayon with his fingers.

V. Two and One Half Years

- A. The child will be able to associate use with objects.
- B. The child will be able to sing phrases of songs.
- C. The child will be able to answer correctly "what do you hear with?"

VI. Three Years

- A. The child will answer one of three questions to show comprehension of physical needs: "What do you do when you are sleepy? Hungry? Cold?"
- B. The child will be able to count two objects.
- C. The child will demonstrate an understanding of and will use words such as: over, under; crooked, straight; big, little; high, low; same, different.
- D. The child will make much use of the word "time" alone or in combination, (Ex. bedtime, time for juice, next time. Distinguishes between night and day.)
- E. The child begins to demonstrate an understanding of past and present. Knows and says what he will do tomorrow.
- F. The child uses "remember" and "yesterday" in conversation.
- G. The child will be able to compare textures such as: hard - soft, rough - smooth (Ex. "Which ball is hard? soft? Which paper is rough? smooth?")
- H. The child will identify by pointing to at least one color, and be able to match three colors.
- I. The child will be able to recognize several melodies.
- J. The child may identify some capital letters. May select a letter by form, as circular or angular.

VII. Four Years

- A. The child will answer three of three questions to show comprehension of physical needs: "What do you do when you are sleepy? Hungry? Cold?"
- B. The child will count three objects.
- C. The child will match all of the primary colors and identify two or three colors by name.
- D. The child will identify at least six capital letters. (He may associate a given letter with the beginning letter of a familiar name).

- E. The child will demonstrate knowledge of at least two opposite analogies as: "Brother is a boy, sister is a ____". "A hat goes on your head. Shoes go on your ____".
- F. The child will use past and present words with ease. He will use words such as month and season.
- G. The child will remember major events such as trips, parties, etc.
- H. The child will use and demonstrate an understanding of words such as: "behind", "in front of", "deep", "shallow", "next to", "come here".

VIII. Five Years

- A. The child will answer two questions to show comprehension of senses such as: "What do you do with your ears?" Your eyes? Nose? Mouth?
- B. The child will count 10 - 13 objects.
- C. The child will use and understand words such as: forward, backward, tiny, large, smooth, rough, and names of cities and states other than his own.
- D. The child can name the days of the week in order. He knows what day of the week it is.
- E. The child will name the following coins: dime, penny, nickel.
- F. The child will give his home address, i.e. street and city.
- G. The child can identify (find) birthdays, holidays, or special days marked on calendar.
- H. The child will demonstrate that he knows how old he will be on his next birthday.
- I. The child will be able to make at least three opposite analogies such as: The elephant is big, the mouse is ____; ice is cold, fire is ____; a snail is slow, a rabbit is ____; the sun shines during the day, the moon at ____.
- J. The child can identify by name all primary and secondary colors.
- K. The child will be able to dance rhythmically with music.

- L. The child can recognize his own first name. Identifies several words such as: Stop, go, hot, or cold, and words on cereal boxes.
- M. The child will be able to act out stories.
- N. The child can judge weights.

IX. Six Years

- A. The child will be able to answer four of five questions to show comprehension of differences. For example, the difference between real and pretend, alive and dead, absurdity and probability.
- B. The child will be able to count 20 objects.
- C. The child will be able to add numbers within a total of five.
- D. The child will demonstrate an understanding of some relationships between home, neighborhood, and an expanding community.
- E. The child will be able to differentiate between the concepts of morning and afternoon. For example, answer the question, "When does afternoon start?"
- F. The child will be able to demonstrate an understanding of seasons in terms of activities suitable for each.
- G. The child will be able to answer questions about clock time such as: "What time do we eat snacks?", "What time do you go to bed"?
- H. The child will be able to give two ways that objects are the same and two ways they are different, e.g. pencil and crayon.
- I. The child will identify primary and secondary colors plus pink, brown, black, and gray.
- J. The child will be able to recognize own complete name, words and phrases.
- K. The child will be able to distinguish opposites e.g. long and short.
- L. The child will be able to draw a man with 10-14 recognizable parts.

SELF-HELP

The success of a program for the multi-handicapped (hearing handicapped, orthopedically handicapped, visual handicapped) is largely dependent upon the child's physical condition and self-help skills.

Personal hygiene is conducive to happiness; poor self help skills foster discouragement, depression and irritability.

Proper self-help skills for the multi-handicapped involves the daily exercise of good health practices to insure the formation of habits by "doing" rather than through the process of simply demonstration. This part of the curriculum will include behavioral objectives for the following areas: toileting, dressing and nutrition.

INSTRUCTIONAL OBJECTIVES
FOR
SELF-HELP AND PERSONAL HYGIENE
BEHAVIORAL OBJECTIVES

I. One Year

- A. The child will be able to pick up a spoon.
- B. The child will be able to lift a cup by its handle.
- C. The child will be able to feed himself a cracker.
- D. The child will be able to hold, bite and chew a cracker.
- E. The child will be able to drink from a cup when held (There may be some spilling).
- F. The child will be able to finger-feed himself for part of one meal.
- G. The child will demonstrate a fussiness to be changed after BM.
- H. The child will usually be dry after a nap.
- I. The child will enjoy taking off hat, shoes, and pants.

II. One and One Half Years

- A. The child will be able to hold a spoon, bring it to his mouth and lick it.
- B. The child will be able to indicate when his pants are wet.
- C. The child will be able to use a spoon, spilling little.
- D. The child will enjoy feeding himself and may do so for all three meals.

III. Two Years

- A. The child will be able to unzip a zipper.
- B. The child will be able to pick up toys and put them away.
- C. The child will be able to unwrap candy.
- D. The child will be able to wash his hands.

- E. The child will be able to use fork and spoon, feed self with little spilling, pour from a small pitcher, and hold a cup by its handle in adult fashion.
- F. The child will be able to put on his shoes (may be on wrong feet) and unbutton front and side buttons.
- G. The child will be able to masticate his food and discriminate edible substances.
- H. The child will be able to pull on a simple garment.

IV. Two and One Half Years

- A. The child will be able to lift and drink from a cup and replace it on the table.
- B. The child will be able to spoon-feed without spilling.
- C. The child will be able to take off his shoes, hat, and mittens.
- D. The child will be able to pull down his pants at the toilet.
- E. The child will be able to eat with a fork.

V. Three Years

- A. The child will be able to get a drink unassisted.
- B. The child will be able to dry his own hands and face.
- C. The child will be able to unbutton accessible buttons.
- D. The child will be able to feed self with little spilling.

VI. Three and One Half Years

- A. The child will be able to dress himself without supervision.
- B. The child will wash hands and face unaided.
- C. The child will be able to pour well from a pitcher.
- D. The child will be able to eat with a fork and spoon.
- E. The child will be able to undress himself. (i.e. sweaters, coats).

VII. Four Years

- A. The child will be able to care for himself at the toilet.
- B. The child will be able to carry breakable objects.

- C. The child may be able to distinguish front and back of clothing and lace shoes.

VIII. Four and One Half Years

- A. The child will be able to button four buttons.
- B. The child will be able to wash face and hands unassisted.
- C. The child will be able to cut with a knife.

IX. Five to Six Years

- A. The child will be able to brush and comb hair unassisted.
- B. The child can use the bathroom unassisted.
- C. The child will be able to put toys away neatly in a box.
- D. The child will be able to tie his own shoe laces.
- E. The child may frequently lose accessories.

SOCIAL-EMOTIONAL SKILLS

Emotions are not self-subsistent entities which in some mysterious manner suffuse or attach to patterned states of consciousness. They are themselves patterned; they are structures which grow in the same manner in which percepts, concepts, motor skills or any other configured behavior takes shape. An emotional attitude is simply a more or less habitual tendency to react and feel in a particular manner in a given situation.

Emotions are structured responses to concrete situations. Emotional patterns of behavior are displayed in the social settings of home, school and community. A discussion of emotions in the abstract would serve no useful purpose in the present text. Therefore, the emotional life of the growing child shall be discussed in terms of his specific reactions to other children, to his parents, to teacher, to school groups, to the conjoined world of things and persons. (Gesell: Child Development - 1943)

INSTRUCTIONAL OBJECTIVES
FOR
SOCIAL-EMOTIONAL SKILLS
BEHAVIORAL OBJECTIVES

I. One Month

The baby may appear stable and relatively well coordinated.

II. Two Months

The baby may demonstrate much crying and apparent emotional disequilibrium.

III. Three Months

The baby may smile spontaneously.

IV. Four Months

A. The baby may laugh aloud.

B. The baby may smile only to familiar persons, most of all to mother.

C. The baby may vocalize more to favorite objects.

V. Five Months

The baby may discriminate strangers. (Friendly with them but may show shyness or anxiety especially if mother is out of sight).

VI. Six Months

A. The baby may play peek-a-boo.

B. The baby may show a fear of sudden noises, loss of support, or abrupt movement.

C. The baby may show close interplay between crying and laughing (hunger, pain and discomfort indicated by different cries).

D. The baby may show evidence of response to different emotional tones of mother's voice.

VII. One Year

A. The baby may reach for familiar persons.

B. The baby may play social games (i.e. "Where's the baby?")

- C. The baby may whimper or cry when things are taken from him.
- D. The child may demonstrate affection to familiar people and inanimate objects by cuddling and snuggling.
- E. The child may repeat performances when laughed at. (enjoys audiences).
- F. The child may like to be constantly in sight of adults. e.g. keeps mother in sight even when he is in someone else's arms.
- G. The child may be frightened by strangers especially if they touch him.
- H. The child may show fear of new loud sounds and some of his own self activity.
- I. The child may cry for attention or from specific frustration.
- J. The child may show definite preferences and dislikes for certain people.

VIII. One and One Half Years

- A. The child may show attachment to other people such as relatives, siblings, friends and neighbors.
- B. The child may become angry if things don't happen as he wishes (some temper tantrums, violent crying).
- C. The child may frequently ask permission and respond accordingly.
(Can I go bye-bye?)
- D. The child may be still very dependent on familiar adults especially mother.
- E. The child may play with other children.
- F. The child may show an awareness of guilt. (e.g. running and dropping an object he knows he should not have or conscious of adult approval or disapproval).

IX. Two Years

- A. The child may cling tightly to show affections.
- B. The child may be easier to separate from familiar persons especially if provided with interesting stimulation (during separation from mother - a response to reassurance that she will be back).

- C. The child may show fear of such items as trains, barking dogs, (clings tightly in fear).
- D. The child may exhibit tears which are more apt to indicate sensitivity or dependence.
- E. The child may be resentful of attention shown to other children.
- F. The child may be possessive of his own things but jealous of others.
- G. The child may initiate own play activities.

X. Three Years

- A. The child may listen attentively to stories.
- B. The child may enjoy friendly humor. (much laughter accompanies play).
- C. The child may like riddles and guessing. (humorous wrong guess by adult causes much amusement).
- D. The child may be willing to take his turn; understands sharing-less hoarding.
- E. The child may show an emerging interest in playing with other children rather than alone.
- F. The child may avoid simple hazards.
- G. The child may enjoy floor play with blocks, boxes, toy trains alone or with others. (beginning of dramatization and imagination).
- H. The child may take responsibility himself but tells that he is going to the bathroom.
- I. The child may put on shoes (maybe on the wrong feet) and unbuttons front and side buttons.
- J. The child may use fork and spoon, feeds self with little spilling, pours from a small pitcher.
- K. The child may wash hands and helps to wash self in tub.

XI. Three and One Half Years

- A. The child may stutter.
- B. The child may lead an imaginative, elaborate life, much emotion involved. (humor involved).

- C. The child may try to control emotions of others. (by saying "Don't talk", "Don't laugh" etc.)
- D. The child may withdraw from adults or demand "hold my hand".

XII. Four Years

- A. The child may strongly favor dramatic play and dressing up.
- B. The child may show a respect for property.
- C. The child may be aggressive and cooperative with other children. (prefers two or three children).
- D. The child may dress and undress with supervision (and distinguishes front and back of clothes).
- E. The child likes to serve self; gets a cup and fills from appropriate source, eats with fork and spoon skillfully.
- F. The child will wash and dry hands and face unaided.
- G. The child may enjoy silly rhyming, "Metsy, wetsy, betsy" and play on words.

XIII. Five Years

- A. The child may perform simple errands.
- B. The child understands the need for rules and fair play.
- C. The child gets along well in groups of 2-5. Chooses own friends and cooperates with companions.
- D. The child may have little carryover from day to day.
- E. The child likes and invites supervision.
- F. The child may like to talk and will talk to anyone.
- G. The child likes to call names, e.g. "skunk, rat, I'll kill you".
- H. The child may dress or undress with no assistance except for tying shoes.
- I. The child may begin to use a knife for spreading.

XIV. Six Years

- A. The child may show much interest in wheel toys, swings, jumping rope and ball playing; enjoys socially organized games, i.e. musical chairs.

- B. The child may take turns and keep rules in games such as hopscotch, old maid and checkers.
- C. The child may play well alone, but generally wants to play with other children. (Sex lines are not sharply drawn in play activity).
- D. The child can accept and cope with changes in environment and plans.
- E. The child can observe care in use of materials, refrains from damaging or misusing objects or supplies.
- F. The child may at times be quarrelsome, argumentative, rebellious, rude, stubborn, noisy, boisterous and or easily excitable.
- G. The child may dress and undress alone including tying shoes.
- H. The child uses knife, fork and spoon habitually, seldom resorts to fingers, rarely spills, uses napkins sometimes.

XV. Seven Years

- A. The child will get along better with others. (Gets along well in small groups).
- B. The child may demonstrate self protection by withdrawing from the group.
- C. The child may be sensitive to praise and blame.
- D. The child may be anxious to please and considerate of others.
- E. The child may be jealous of privileges or abilities of siblings.
- F. The child may use language complainingly e.g. Nobody likes me.

XVI. Eight Years

- A. The child may be impatient especially with self.
- B. The child may dramatize anything. (Tall tales are dramatic but usually with a grain of truth).
- C. The child may be demanding of mother either fresh and rude or strongly affectionate.
- D. The child may show some jealousy of mother and father being together.
- E. The child may be critical of others and also of self.
- F. The child may be selfish and demand much attention.

- G. The child may burst into tears or have laughing episodes.
- H. The child may enjoy humor in stories especially when one person is fooled by another.
- I. The child likes to catch teacher in a mistake.

XVII. Nine Years

- A. The child may exhibit quick extreme, emotional shifts which are short lived.
- B. The child may be more responsible, independent, cooperative and dependable.
- C. The child may evaluate his own performance, may be disgusted or apprehensive about his own actions.
- D. The child may want things to be proper. (disgusted with others who deviate even slightly from his standards).
- E. The child enjoys competition.
- F. The child will respond well to praise.
- G. The child enjoys certain activities often overdoing it to a point of fatigue.
- H. The child may complain a good deal (headaches, eyes hurt, hand hurt etc.) while doing a task, but he will continue to do the required task.
- I. The child may enjoy humor, if he thinks something is funny, he repeats it over and over. (likes surprises in a story and can begin to accept jokes about self).

PSYCHOMOTOR DEVELOPMENT

Motor development is concerned with gross bodily control, and finer motor coordinations. It includes postural reactions, head balance, sitting, standing, creeping, walking, prehensory approach on an object, grasp and manipulation of the object. Motor development depends primarily on maturation of the nervous system. The following items were adapted from Gesell, Doll, Bayley, Osertsky, Seashore, and The Lexington Developmental Scale.

INSTRUCTIONAL OBJECTIVES

FOR

PSYCHOMOTOR DEVELOPMENT

BEHAVIORAL OBJECTIVES

I. One Month

- A. The child will respond to light for momentary or prolonged awareness when a flashlight is shone six inches away from and parallel to the child's eyes.
- B. The child will attend to moving objects (dancing objects, or moving person) when the moving body is within the child's field of vision (6-10').
- C. The child will attend to fixed objects when the object is within the child's field of vision (6-10').
- D. The child will visually follow a moving non-auditory stimulus when it is presented on either a horizontal or vertical plane 90 degrees from either side of midline).
- E. The child will bring his hands to his mouth involuntarily.

II. One and One Half Months

The child will demonstrate an involuntary opening of the hands (right and left).

III. Two Months

- A. The child will hold his head in an upright position for 30 seconds.
- B. The child will involuntarily extend his arms (right and left).

IV. Three Months

- A. The child will reflex grip on contact.
- B. The child will lift head at shoulder.
- C. The child will arch his back.
- D. The child will turn his head.
- E. The child will hold an object when placed in his hand.

V. Four Months

- A. The child will reach for objects when they are in his visual field.
- B. The child will display involuntary finger movement (right and left hands).
- C. The child will reach for objects with one hand (unilateral reaching).
- D. The child will bring his hands to his mouth voluntarily.

VI. Five Months

- A. The child will deliberately grasp a person or stationary object and hold momentarily.
- B. The child will be able to sit without support.

VII. Six Months

- A. The child will be able to pick up an object (eye-hand coordination).
- B. The child will be able to have head control in all positions.
- C. The child will be able to roll from his back to his stomach.
- D. The child will be able to demonstrate the beginnings of tongue tip activity in imitation of the examiner.

VIII. Seven Months

- A. The child will be able to transfer an object from one hand to the other.
- B. The child will be able to pick up small objects (cube, small ball, cup, etc.).

IX. Nine Months

- A. The child will be able to attempt to get objects out of a box.
- B. The child will be able to attempt to stand with help.
- C. The child will be able to raise to a sitting position.
- D. The child will be able to reach for and grasp objects.
- E. The child will be able to crawl or scoot.
- F. The child will be able to pull self to standing position.

G. The child will be able to bring two objects together such as cubes (midline).

H. The child will be able to imitate finger plays (clap your hands).

I. The child will be able to hit objects on table or floor.

X. Ten Months

The child will be able to produce a pincer movement of thumb and index finger.

XI. Eleven Months

A. The child will be able to move abacus beads back and forth.

B. The child will be able to raise hands over his head.

C. The child will be able to mark with a pencil.

D. The child will be able to walk with assistance.

E. The child will be able to stand alone well.

XII. One Year

A. The child will be able to open a small box.

B. The child will be able to insert objects in a cup.

C. The child will be able to be visually alert to new objects, persons or places.

D. The child will be able to pull pegs one by one from a pegboard.

E. The child will be able to crawl over a low barrier.

F. The child will be able to walk alone.

XIII. One Year and Two Months

The child will be able to walk backwards.

XIX. One and One Half Years

A. The child will be able to place pegs in a pegboard and take them out again.

B. The child will be able to imitate circular strokes on paper.

- C. The child will be able to imitate vertical strokes with pencil on paper.
- D. The child will be able to insert forms in formboard.
- E. The child will be able to fold paper, cloth, etc.
- F. The child will be able to turn pages of a book two or three at a time.
- G. The child will be able to imitate a two or three block tower.
- H. The child will be able to climb on adult chair and reverse to get down.
- I. The child will be able to crawl up stairsteps.
- J. The child will be able to walk up stairs with a helping hand.
- K. The child will be able to toss and bounce ball and to throw overhand.
- L. The child will be able to manipulate pull or push toy.

XX. One Year and Nine Months

A. Gross Motor

- 1. The child will be able to kick a large ball.
- 2. The child will be able to run without falling.
- 3. The child will be able to walk down stairs (hand held).

B. Fine Motor

- 1. The child will be able to build a tower of 5-6 cubes.
- 2. The child will be able to fold paper once imitatively.

XXI. Two Years

A. Gross Motor

- 1. The child will be able to run and have moderate control of speed.
- 2. The child will be able to stand on each foot momentarily.
- 3. The child will be able to alternate feet going upstairs, one foot to a tread. Goes downstairs two feet to a tread. May have support.
- 4. The child will be able to pedal a tricycle.
- 5. The child will be able to jump from the bottom step, random broad jumps landing on both feet.
- 6. The child will be able to walk on 6 cm. wide board with one foot on board and one on ground and (or) attempt walking on board.

7. The child will be able to catch a tossed ball with arms extended forward and throw without losing balance.

B. Fine Motor

1. The child will be able to copy 0 and imitate +.
2. The child will be able to show little differentiation of parts when asked to draw a man.
3. The child will be able to make a nine-block tower and imitate a three-block bridge.
4. The child will be able to make several cutting strokes in a row but not necessarily in a line.
5. The child will be able to copy at least three capital letters anywhere on a page.
6. The child will be able to match like objects (color, shape, texture, size, pictures, or objects).
7. The child will be able to string large beads.
8. The child will be able to turn pages of a book one at a time.

XXII. Two and One Half Years

A. Gross Motor

1. The child will be able to walk on tiptoe.
2. The child will be able to jump with both feet.
3. The child will be able to try to stand on one foot.

B. Fine Motor

1. The child will be able to build a tower of 8 cubes.
2. The child will be able to hold a crayon with his fingers.
3. The child will be able to imitate "H" strokes.

XXIII. Three Years

A. Gross Motor

1. The child will be able to balance on one foot for approximately 5 seconds.

2. The child will be able to hop on one foot 2 or 3 times.
3. The child will be able to throw a ball without losing balance.
4. The child will be able to alternate feet in going upstairs.
5. The child will be able to ride a tricycle using pedals.

B. Fine Motor

1. The child will be able to copy + and .
2. The child will be able to imitate "X".
3. The child will be able to follow Frostig type drawing or colors within 2 lines 1½" apart.
4. The child will be able to put a 6-10 piece puzzle together.
5. The child will establish handedness.
6. The child will be able to build a tower of 9-10 blocks.
7. The child will be able to draw a recognizable man with 4-6 parts (Example: head, eyes, legs, feet).
8. The child will be able to copy a 3 block bridge from a model.
9. The child will be able to cut along an already drawn straight line with scissors.
10. The child will be able to draw a simple house.
11. The child will be able to put on a coat or a dress.

XXIV. Three and One Half Years

A. Gross Motor

1. The child will be able to walk on a line.
2. The child will be able to jump from bottom step.
3. The child will be able to go up stairs using alternate feet.
4. The child will be able to throw ball overhead.
5. The child will be able to skip on one foot.
6. The child will be able to stand on one foot 4-8 seconds.
7. The child will be able to hop on one foot.
8. The child will be able to catch a bounced ball.

B. Fine Motor

1. The child will be able to button coat or dress.
2. The child will be able to trace a diamond.
3. The child will be able to pick up pins, thread, etc., with each eye separately covered.
4. The child will be able to use a hammer to drive nails and pegs.
5. The child will be able to close fist and wiggle thumb in imitation. (Right and Left)
6. The child will be able to put 6 pegs in round holes on pegboard.

XXV. Four Years**A. Gross Motor**

1. The child will be able to climb and descend stairs with alternating feet.

B. Fine Motor

1. The child will be able to grasp cube neatly with thumb and index finger.
2. The child will be able to carry a cup of water without spilling it.
3. The child will be able to wash hands unassisted.
4. The child will be able to touch point of nose with eyes closed.
5. The child will be able to describe circle with index finger, arms extended at sides.
6. The child will be able to care for self at toilet.

XXVI. Four and One Half Years**A. Gross Motor**

1. The child will be able to balance himself on walking board.
2. The child will be able to balance on one foot for 10 seconds.
3. The child will be able to walk backward - heel-toe.

B. Fine Motor

1. The child will be able to wash face unassisted.
2. The child will be able to dress self except tying.

3. The child will be able to draw 3 bubbles correctly.
4. The child will be able to print a few capital letters.
5. The child will be able to hold paper with one hand when writing.
6. The child will be able to copy a star.
7. The child will be able to use scissors appropriately.

XXVII. Five Years

A. Gross Motor

1. The child will be able to walk on walking board (6 cm. wide), without stepping off for full length.
2. The child will be able to turn somersaults.
3. The child will be able to run and skip smoothly.
4. The child will be able to stand on one foot for 10 seconds.
5. The child will be able to skip on alternating feet (10-12 feet).
6. The child will be able to hop on one foot (10-12 feet).
7. The child will be able to crawl forward keeping a straight line.
8. The child will be able to bounce ball (dribble) at least 3 times with each hand.
9. The child will be able to run 35 yards in less than 10 seconds.
10. The child will be able to make a broad jump from a running start, of at least 28 inches.
11. The child will be able to make a vertical jump, reaching up to at least 2½ to 3 inches.
12. The child will be able to use pencil or crayon for drawing.

XXVIII. Five and One Half Years

A. Gross Motor

1. The child will be able to use overhead ladder.
2. The child will be able to dance to music.
3. The child will be able to roller-skate.
4. The child will be able to jump rope.

B. Fine Motor

1. The child will be able to copy a triangle.
2. The child will be able to print first name.
3. The child will be able to write a few letters spontaneously.
4. The child will be able to frequently reverse letters, especial S.
5. The child will be able to print numbers 1-5.
6. The child will be able to learn to lace shoes.

XXVIV. Six Years

A. Gross Motor

1. The child will be able to run 35 yards in less than 9 seconds.
2. The child will be able to, with eyes closed, balance on each foot alternately, making a smooth transition.
3. The child will be able to hop on one foot 50 ft. in 9 seconds.
4. The child will be able, from a running start, to make a broad jump of at least 40 inches.
5. The child will be able to make a vertical jump reaching up to at least $3\frac{1}{2}$ inches or more.
6. The child will be able to walk full length of 4 cm. wide board, (no step offs).
7. The child will be able to bounce ball (dribble) 10 times with each hand.

B. Fine Motor

1. The child will be able to copy .
2. The child will be able to draw a recognizable man with 10-14 parts including neck, hands at ends of arms, two-dimensional legs, and an overall figure about four times as long as wide.
3. The child will be able to cut out pictures neatly, following straight lines, angles, and curves.

4. The child, without a model, will be able to print entire alphabet (using capitals), numbers 1 to 5 in order, whole name using capitals and small letters correctly (may have some reversals).

APPENDIX I

HOME BASED ACTIVITIES

FOR

LANGUAGE DEVELOPMENT

AGES ZERO TO THREE YEARS

HOME BASED ACTIVITIES
FOR
LANGUAGE DEVELOPMENT OF A CHILD

I. Zero - Four Months

- A. While feeding, changing, bathing, and playing with the child, the parent will talk and sing to him.
- B. Holding the child close, the parent will coo, talk, and sing in the child's ear.

II. Five Months

- A. The parent/teacher will reinforce and expand child's attempts to produce sounds by immediate verbal reinforcement of the child's vocalization and adding to that vocalization (e.g. Baby - "ma ma". Parent's response - "ma ma go?") (with inflection).
- B. The parent/teacher will expose the child to the rhythm and intonation of language through music, talking, singing and nursery rhymes.
- C. The parent/teacher will use natural lip movements and facial expressions.
- D. The parent/teacher will support the child while talking to him.
- E. While lying on the floor, the parent/teacher will lift the child up and down and verbalize "up, up, up" and "down, down, down".
- F. The parent/teacher will use kinesthetic and tactile approach while tending to the child and playing with him.

III. Six Months

- A. The parent/teacher will continuously expand and reinforce the child's babbling.
- B. While teaching appropriate parts of the body, the parent will talk about body parts while bathing and dressing the child.
(e.g. I see your nose. I see your eyes, etc.)

- C. The parent/teacher will use short phrases with good intonation and inflectional patterns.
(e.g. Bobby's coat? Bobby go bye-bye?)
- D. The parent/teacher will give child physical experience with small toys.
- E. The parent/teacher will play games which will require grasping, reaching, and releasing small objects.
- F. The parent/teacher should exercise all senses to make child more aware of himself and others in his environment.
(i.e. tactile, visual, auditory, etc.)
- G. The parent/teacher will respond to all child's attempts to produce sounds or language.
- H. The parent/teacher will talk about all aspects of child's daily life: clothes, body, food, and toys.

IV. One and One Half Years

- A. While bathing and dressing the child, the parent/teacher will check for recognition of body parts. (i.e. Show me your eyes.)
- B. The parent/teacher will read to the child.

TEACHER'S GOALS
FOR
LANGUAGE DEVELOPMENT OF A CHILD

I. Zero - Four Months (for Parents)

- A. The parent will expose the child to his voice during the infant's waking hours.
- B. The parents will expose the child to environmental sounds during the waking hours of the infant.

II. Five Months

The parents will continue to talk and sing to the child during the waking hours.

III. Six Months

- A. The teacher will demonstrate to the parent a specific language and auditory experience. (See language aspect of curriculum sample strategies).
- B. The parent will condition child to auditory and visual cues.
- C. The parent/teacher will introduce the child to various coordination activities.

IV. One and One Half Years

- A. The parent/teacher should expect more production and imitation of words and phrases.
- B. The parent/teacher should always be expanding spontaneous speech.
- C. The parent/teacher should keep a record of child's phrases and receptive and expressive vocabulary in a notebook.

V. Two Years

- A. The teacher will expect the child to answer simple questions either by pointing to objects or giving back verbal response with good intonation patterns. ("Where's the cat?")

- B. The parent/teacher will expose the child to and make him aware of warning signals either by your intonation patterns or actual sounds such as horns.
- C. The parent/teacher will introduce some abstract concepts such as love, nice, pretty, soon, even though the child is not ready to internalize them. (e.g. I love you. That's pretty.)
- D. The child will use many sound making toys for vibratory experience. The child will recognize and locate the sources for environmental sounds.
- E. The parent/teacher will expand the child's short phrases with descriptive adjectives and inflections.
- F. The parent/teacher will continue notebook.

VI. Two and One Half Years

- A. The teacher will expect the child to respond to a statement which is meaningful to him. (e.g. It's time to take a bath.)
- B. The teacher will not expect a response to a direct question or command.
- C. The teacher will understand the child's need for order and structure.

VII. Three Years

- A. The teacher will provide the child with various social experiences accompanied by auditory and language input.
- B. The teacher will provide the child with many listening experiences relating to singing, music, TV, and radio.
- C. The teacher will read to the child daily from books.
- D. The teacher will require the child to exercise judgement and preference through verbal interaction.
- E. The teacher will increase the child's vocabulary and offer homonyms.
- F. The teacher will teach abstract terms such as maybe.
- G. The teacher will help the child in following directions.

APPENDIX II

RECEPTIVE AND EXPRESSIVE SPEECH SKILLS

FOR THE

HEARING IMPAIRED

RECEPTIVE AND EXPRESSIVE SPEECH SKILLS

The following section is intended to provide the teacher of the hearing impaired with a planned systematic approach to the teaching of language skills for the deaf and hard of hearing. The receptive and expressive language program which follows is a replication of the techniques used in the Verbotonal Method of aural habilitation first developed by Professor Petar Guberina of Yugoslavia. The outline is taken from Asp, 1973.

INSTRUCTIONAL OBJECTIVES
FOR
RECEPTIVE AND EXPRESSIVE SPEECH SKILLS
BEHAVIORAL OBJECTIVES

I. Auditory Training Units & Hearing Aids.

A. Tolerance for wearing earphones and skills in using auditory training units.

1. The child will wear the earphones for brief periods (3-5 minutes) without struggle behavior.
2. The child will tolerate the earphones for the entire class period.
3. The child will correctly place earphones on his own head without assistance from the teacher.
4. The child will correctly place earphones on his own head and correctly set the dials as prescribed by the teacher.
5. The child can correctly place earphones on his head and correctly adjust the dials by listening to the teacher or to himself to his optimal intensity level.

B. Tolerance for wearing hearing aid and skills for using it.

1. The child will wear the hearing aid for short periods (30 min.) during the day and during the class time without struggle behavior.
2. The child will wear the hearing aid for short periods (1 hr.) during the class time without struggle behavior.
3. The child will wear the hearing aid for the entire school day without struggle behavior.
4. The child will correctly insert the hearing aid into a pocket of clothing or a harness.
5. The child will correctly perform #4 and arrange the cord through his clothing.

6. The child will correctly insert his earmold unassisted.
7. The child will turn the aid on and with assistance set the dial to the appropriate setting.
8. The child will adjust aid to optimal perception with no assistance.
9. The child with an ear level hearing (e.g. behind ear aid) will correctly perform objectives 6 through 8.

C. Care of the Hearing Aid - The child will demonstrate his ability to care for his aid by doing the following task when indicated:

1. He will take off his aid when participating in activities which might harm the earmold or receiver (playing on the playground, etc.).
2. He will clean the earmold with warm soapy water every morning before classtime.
3. He will place the aid in a safe and appropriate place when not being worn.

II. Auditory Reception and Ability to Control Vocalizations Based on the Aided Auditory Reception

A. Detection -

1. Given a stimulus of a pure tone or gross sound or speech sound, the child will demonstrate he detects the sound by a change in his physical behavior, e.g.
 - a. turning of the head
 - b. startle response
 - c. blink
 - d. changed facial expression
 - e. movement of his arms
 - f. eye movement
 - g. cessation of activity
 - h. other significant changes in behavior
2. Given a stimulus of a pure tone, gross sound or speech sound, the child will demonstrate he detects the sound by a consistent and deliberate manipulation of an object such as:

- a. putting small objects in a container
 - b. placing rings on a spool
 - c. the stringing of beads
 - d. placing a peg in a board
3. Given a stimulus of a pure tone, speech sound or gross sound, the child will demonstrate he detects the sound by raising his hand, pointing to earphones or earmold or by shaking his head to indicate yes.
 4. The child will demonstrate he is aware that his hearing aid is on or off by doing one of the following:
 - a. vocalizing into the microphone
 - b. shaking his head "yes" or "no"
 - c. orally saying "yes" or "no" or "on" or "off"
 5. The child demonstrates that his hearing aid has a change in quality of the sound by indicating verbally or non-verbally to the teacher that it sounds different.

B. Discrimination -

1. Duration

- a. Given the stimulus of a speech sound, the child will demonstrate that he hears the difference in the duration of the sound by an appropriate physical movement (ex. - the child will move a car for the duration of a speech sound produced by the teacher). The following speech sounds are suggested as stimuli: vowels, voiced consonants which can be sustained, and vowel-consonant combinations. A progression from low frequency sounds to high frequency sounds should be followed.
 - 1) sound sustained for several seconds
 - 2) sounds vocalized for short, quick periods of time
 - 3) combinations of sounds varying in time periods

- a. many long sounds to one short sound
 - b. one long sound to many short sounds
 - c. many short sounds to one long sound
 - d. one short sound to many long sounds
- b. While vocalizing sounds varying in time periods, the child will demonstrate that he is aware of the difference in the duration of his own vocalizations by an appropriate physical movement.
- c. Given the stimulus of a speech sound, the child will demonstrate that he hears the difference in the duration of the sound by vocally imitating the duration of the stimulus (not necessarily imitating the proper articulation).
- d. Given an auditory pattern with variations in duration, the child will imitate the patterns, performing at the optimal level of his articulation ability (progressing from syllables to words, phrases, and sentences).

2. Timing (fast - slow)

- a. Given the stimulus of any vowel or consonant-vowel combination, the child will demonstrate that he hears the difference in the timing pattern of the sounds in terms of fast and slow by an appropriate physical activity. (Ex. The child will clap his hands fast or slow when he hears the vocalizations of the teacher, which will vary from slow to fast to slow.) The following types of sounds are suggested as stimuli (on a continuum from low frequency sounds to high frequency sounds):
- 1) Fast pattern of consonant and/or vowel sounds 11111111 (fast beat)
 - 2) Slow pattern of consonant and/or vowel sounds 1 1 1 1 1 1 (slow beat)
 - 3) Combinations of fast and slow sound patterns:
 - a. many fast beats to one slow beat - 1111 1
 - b. one slow beat to many fast beats - 1 1111

- b. While vocalizing a pattern of many fast or slow beats, the child will demonstrate that he hears the difference in the timing pattern of his own vocalizations by an appropriate physical movement, such as clapping.
 - c. Given the stimulus of any series of fast or slow beats, the child will demonstrate that he hears the difference in the timing pattern of sounds by vocally imitating the timing pattern of the stimulus (not necessarily imitating the proper articulation).
 - d. Given the stimulus of any pattern of fast or slow beats, the child will demonstrate that he hears the difference in timing pattern of the sounds by vocally imitating the correct timing pattern of the stimulus (progressing from syllables to words, phrases, and sentences).
- 3. Phoneme discrimination - this stage progresses from nonsense syllables to words, phrases, and sentences.
 - a. Given the stimulus of many different phonemes (vowels; consonant-vowel-consonant-vowel (c-v-c-v); v-c-v; v-c; c-v; v-v). (ex. c-v-c-v such as bu-bu on the nonsense - syllable level and (barbi) on the word level) the child detects the stimulus by randomly vocalizing some of the phonemes with which he is stimulated.
 - b. Given the stimulus of many different phonemes (vowels; v-c; c-v; v-v; v-c-v), the child will approximate the phonemes with which he is stimulated, as he begins to perceive differences in these phonemes.
 - c. Given the stimulus of any phoneme combination, the child will demonstrate that he detects the phoneme approximating the articulation of the phoneme combination.

- d. Given the stimulus of any phoneme combination, the child will demonstrate that he can discriminate between it and another phoneme combination by repeating it correctly (progressing from syllables to words, phrases, and sentences).

4. Patterning

Throughout all levels of perceptual development, there is concern with the child's development of patterns which carry over into correct stress, duration, and rhythm patterns for speech. In order to gain these skills, he must (a) be able to perceive these patterns; (b) develop his memory span for these patterns; and (c) be able to reproduce the pattern, eventually with correct articulation - first, of phonemes; then, of phonemes and words; and eventually, words, phrases, and sentences. A typical progression for a child's ability to increase the number of elements in his speech production is given below. Within this progression are three basic levels, also given below. A child could be at various levels for different patterns and phonemes.

- a. Typical progression for a child's ability to increase the number of elements (syllables) in his speech production.

1. many elements
2. many elements - one element
3. one element
4. one element - one element
5. two elements
6. two elements - one element
7. two elements - two elements
8. three elements
9. three elements - one element
10. Etc.

- b. Given the stimulus of the syllable or word patterns, the child will demonstrate that he perceives the element pattern and his memory span is adequate to handle it by:

First level - imitating the pattern motorically (for example, by clapping his hands to the speech pattern).

Second level - imitating the pattern orally, but not necessarily with proper articulation.

Third level - imitating the pattern orally with proper articulation.

5. Pitch

"When a change in pitch occurs between the terminal pitch of a given phonation and the initial pitch of the following phonation, that jump in pitch is termed a shift...When pitch changes without interruption of phonation the change is termed an inflection...Intonation is the term reserved here for the general pitch movement during a number of phonations. It may include numerous shifts and inflections."

- a. The child will exhibit random pitch shifts and/or inflections in spontaneous vocalizations, not necessarily based on auditory perception.
- b. The child will exhibit random pitch shifts and/or inflections in response to auditory stimulation, not necessarily imitating the mode.
- c. Given the stimulus of a vowel with a constant pitch level, the child will imitate by sustaining a constant pitch, but not necessarily imitating the stimulus vowel.
- d. Given the stimulus of a vowel with a constant pitch, the child will sustain a constant pitch and approximate the stimulus vowel.
- e. Given the stimulus of a vowel with a pitch shift, the child will imitate the pitch shift of the same vowel, either rising or falling.

- f. Given the stimulus of 2 vowels with shifting pitch, the child will imitate the vowels, changing pitch but not necessarily the same as the stimulus.
- g. Given the stimulus of 2 vowels with shifting pitch, the child will imitate the vowels and approximate the pitch levels of the stimulus vowels
- h. Given the stimulus of a vowel with several pitch shifts, rising or falling, the child will imitate the vowel at several different levels, not necessarily the same levels as the stimulus, but in the same pitch direction.
- i. Given the stimulus of a vowel with several pitch shifts, rising or falling, the child will imitate the vowel at approximately the same pitch levels as the stimulus.
- j. Given the stimulus of several vowels, with different pitch shifts, rising or falling, or sustained, the child will imitate the vowels at the same pitch levels presented in the stimulus.
- k. Given the stimulus of several consonant-vowel combinations (those which the child can babble) with several pitch shifts, rising or falling, or sustained, the child will imitate the combinations at the same pitch levels presented in the stimulus.
- l. The child will follow the progression of "e" through "k" when developing discrimination for inflection.
- m. Given the stimulus of a word, the child will repeat the word and imitate intonation of the word, as presented in the stimulus.
- n. In a meaningful situation, the child will use appropriate intonation to express meaning in communicative babbling, words, phrases, and sentences.

III. Carry-over into Spontaneous Speech

The previous section has been concerned with developing the child's ability to perform various tasks at different levels on an imitative basis. After these tasks are accomplished on an imitative basis, the child must (through constant exposure and a wide range of situational teaching, in addition to follow-up at home) be able to demonstrate his perception of situations by correctly and spontaneously orally producing words, phrases and sentences in appropriate speech in association with the situation.

APPENDIX III

THE NORMAL CHILD

THE VISUALLY IMPAIRED CHILD

ORIENTATION AND MOBILITY
FOR THE
VISUALLY IMPAIRED CHILD

The importance of training blind children to get about in their environment cannot be overestimated. The situations which force dependence and may cause greatest personality and social problems are very likely to center about mobility. Knowles (1969) studied a number of characteristics of the blind in relation to success in vocational rehabilitation. Orientation and mobility led the list of 13 variables which correlate with success.

It is the purpose of this part of the Curriculum to present the major skills needed to enhance the achievement of children with severe visual impairments. These skills include using sensory cues, self-help skills, using directions and turns, formal mobility skills, and habitual movement in space.

Source:

Halliday, Carol, The Visually Impaired Child Growth, Learning, Development Infancy to School Age. Instructional Materials Reference Center, American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky, 1970.

Motor Development

Comments Regarding the Visually Impaired Child

1. Lying on Front and Back -
The child:
 - a) lies on front, on back
 - b) lifts head when lying on stomach
 - c) balances head when sitting
 - d) rolls over from stomach to back, back to stomach
 - e) lifts head when lying on back
2. Sitting -
The child:
 - a) sits with support
 - b) sits alone, briefly, on flat surfaces
 - c) sits in chair
 - d) sits independently and steadily
3. Moving About -
The child:
 - a) moves about on flat surfaces
 - b) creeps and pulls self to feet at a rail
 - c) walks sideways holding to rail
 - d) stands with help
 - e) walks with one hand held, can stand alone
 - f) walks about house and yard freely
 - g) runs well

1. The Visually Impaired Child:
Finds the prone position not naturally comfortable or interesting. However, he should be encouraged to lie on his front; he needs to do so (especially in order to eventually become able to creep). He should be given reasons for holding his head up and for moving while in this position. Little objects which make noise should be hung above him where he will hit them and cause them to sound. His look can be kept directed to his mother's face through her talking to him.
2. Sitting also depends on encouragement and help, but can be learned at about the same place as the sighted child. The visually impaired child may need to be given a guide for sitting (the "feel" of what this now position is) through being propped up with pillows and/or supported beside another's body. Give the child reasons for sitting with help. For example: nearness to mother, being closer to mother's face (her words); lap games played with mother; the ability to move differently over more space and to reach farther; the ability to make sound.
3. Normally, the child who is visually impaired will creep only after he begins to have ear/hand coordination (the ability to reach toward the source of a given sound). This coordination seldom develops until near the end of the first year. The child can be encouraged to creep toward sounds, such as a toy which sounds but is just beyond his reach.

The visually impaired child will stand, then walk with help, much like any child. This learning period can be used to expand the child's knowledge of his environment.

When he is ready to walk on his own, several factors must be considered. It will be good for the child if furniture is at first left in one place, with breakable things put out of reach. Though bumps and falls will occur, as they do for all children, a hug or comment, along with an encouraging "try again", will give the child the courage to make further efforts.

4. Managing Stairs -
The Child:

- a) Creeps upstairs, bumps downstairs on his seat.
- b) Walks up and down alone, bringing feet together at each step.
- c) Walks up (and later, down) one step after another, alternating feet.

5. Reaching and Grasping -
The child:

- a) brings objects to mouth to explore when they are given to him
- b) reaches for things, grasps (both hands first, later with one hand)
- c) palm/fingers grasp develops to thumb/finger grasp (pincer grasp)

6. Playing with toys and equipment involving large muscle use -
The child:

- a) pulls, pushes toys and movable objects
- b) uses wagon, buggy to push, carry things in
- c) rides wheeled toys which can be pushed by feet
- d) begins to ride tricycle
- e) swings, slides, climbs, uses other "playground equipment".

4. The Visually Impaired Child:

Climbing up and down stairs must be shown to the visually impaired child. At first another person might go up a step or two beside him, encouraging and helping him explore and understand what is happening through the repeating of actions. The child's foot use may be helped if his feet are placed one at a time on the step, with hand position adjusted on the railing.

5. The Visually Impaired Child:

Something must interest the child before he is motivated to reach and grasp. The visually impaired child should have the kind of motivation that makes sense to him. Objects should sound and feel worthy of investigation. The child often needs to have things put into his hands or must have his hands put into objects. There should be suitable toys within his reach. Cradle gyms should have sound makers built in or added. Near the end of the first year, ear/hand coordination will occur if appropriate experiences have helped it's development. Then, his reaching can be directed toward a particular sound and grasp will have developed to the point that thumb and finger can work together for picking up and holding on to an object.

6. The Visually Impaired Child:

The child will enjoy the "gross motor" toys and activities which the sighted child enjoys, but his interests may stem from other than visual features. For example, he will be more aware of sound. Children who do not see well search with their hands or look "close up". For example, they will "discover" the tricycle pedals and how they are used by putting their feet on the pedals and having them guided in the "triking" motion as well as through tactual exploration of them. Activities for the visually impaired child require caution. These children need firm, safe, sensible limits within which to function. Children who see at near but not at a distance need help in formulating guidance for action (where to go more slowly, where to ride freely and where to use caution).

7. Playing with Large Ball -
The child:

- a) reacts to ball by some kind of movement
- b) later may walk into touch, hit at, kick at it
- c) pushes ball
- d) catches ball between legs, later with hands, on ground, in air
- e) hurls ball
- f) kicks ball
- g) throws ball in requested direction
- h) throws, kicks with increasing skill

7. The Visually Impaired Child:

Ball play can be pleasurable as well as beneficial activity for the visually impaired. The ball should be of sufficient size for him to handle. Volleyball to beachball size or larger is needed. In a confined area such as a corner or within any defined small space, the ball can be rolled, bounced, kicked, and then retrieved. A sounding device can be added to the ball to make it easier and more interesting to follow.

Social/Emotional

Play Activities

The child:

- 1) plays with own hands, fingers, holds toys and plays with rattle
- 2) can amuse self alone for some minutes
- 3) bangs toys
- 4) responds to music
- 5) examines toys, moves them from place to place
- 6) can figure out ways to overcome some obstacles (such as closed doors)
- 7) avoids simple hazards
- 8) likes to play near other children, often doing the same thing, but does not play cooperatively
- 9) engages in imaginative play (such as putting doll to bed, feeding stuffed animals)
- 10) initiates own play when given interesting materials

The Visually Impaired Child:

There are some special points to note regarding the play of the child who is visually impaired:

1. When the youngster drops a toy and the adult is there to notice, the child should be helped to look for it until he learns that things dropped do not simply disappear but can be found through his own actions.
2. The visually impaired child needs to learn to follow sound. Through many contacts with objects and their sounds, he can learn that certain sounds and objects go together. He will soon begin to develop likes and dislikes regarding materials and activities.
3. In choosing toys for the visually impaired child it is important to look for those which are interesting to the touch, to muscular feel, to hearing and to smell, as well as to whatever remaining vision he may have. (Ex. cardboard boxes, waxed paper, bells, ice cube trays, old spools, etc.)
4. Toys which serve several purposes should be chosen. Not only does this give more range of use for a longer time, it also enables the child who uses a given toy to see that he can cause different things to happen with the same object. For example, a singing top can first be rolled, felt, or banged. Later, it can be pushed down on and spun, with a noise resulting.
5. A reasonable amount of noise, dirt and messiness must be expected, even desired, where the visually impaired child is concerned. The child becomes acquainted with certain materials and objects chiefly through the noises they make. In order for him to begin to know such materials as mud, sand, water, snow, dry leaves, paint, etc., he will have to feel and smell them.
6. Certain things which the sighted child imitates through observing visually will have to be introduced to the visually impaired child by the adults around him. These activities should include, turning the knob to open a door, opening and closing drawers, carrying, setting down what is carried, putting things away, unlatching, picking up objects which have dropped, and pouring.

Play Activities Continued

The Visually Impaired Child:

Summary: It is a real temptation to use records, radio and television to excess with the visually impaired youngster. He will probably show interest in these from an early age, as do most children. Adults around him, not knowing the damage that can result, may overexpose the child by leaving him alone in his baby bed or play pen, with the constant sound of music or the human voice via artificial media surrounding him. Selected records, can bring pleasure and teach, as well; but poor choices or indiscriminate use can do more harm than good. The visually impaired child, needs much more than this kind of passive "entertainment." For him, it is vital to have many chances to get to know his world first hand and in an active, adult-shown way.

Self-Help Skills

1. With regard to eating - The Child:

- a) recognizes bottle, increases activity at sight of it; later holds it
- b) puckers mouth for food
- c) rubs spoon and puts it to mouth for licking
- d) attempts to feed self with spoon
- e) discriminates food from other objects
- f) can serve self with spoon; later fork
- g) can eat at family table without demanding too much attention
- h) uses appropriate table manners

The Visually Impaired Child:

The infant with impaired vision needs to be helped to recognize his bottle. Placing his hands on the bottle will help him associate this touchable object with the milk that he is getting. It is extremely important that the visually impaired child be held by his mother (or "caring adult") while he takes his bottle. In this way, a warm relationship begins to develop and receiving of food is tied in with the relationship. In most cases, the visually impaired child can learn to chew and can progress to solid foods just as can any child. It must be remembered that the child is not observing what others are doing and must be helped to take certain basic steps. To learn to use the cup, the hands of the visually impaired youngster will need to be shown the cup empty first and then with a little liquid in it, so that he can explore it and get acquainted with its function. Foods must be explored with fingers and must be felt in their different states (raw, cooked, mashed, etc.).

Self-Help Skills Continued

2. With Regard to Toilet Habits - The Child:
 - a) makes definite effort to pull or push down unfastened pants
 - b) may go alone, though needing help with wiping after bowel movement
 - c) can usually care for self if has to go to toilet during the night
3. With Regard to Dressing - The Child:
 - a) pulls off socks, shoes as act of undressing
 - b) can remove mittens, socks, hat, and unfasten zippers
 - d) distinguishes front and back of clothes
 - e) can lace shoes
 - f) dresses, undresses without help

The Visually Impaired Child:

With regard to toilet habits, the child who is visually impaired will need much more chance to feel with his hands at what is involved. He will need to "see" and feel on what he is sitting, what he is wearing; with someone else's hands over his, he can be shown how to pull garments down and how to hold toilet paper for wiping purposes. The time will probably come when the visually impaired child begins to investigate his bowel movements, or urine, through "looking" with his fingers. This is natural, since vision cannot let him know.

The visually impaired child will need more motivation, encouragement and instruction than will the normally sighted child in learning how to dress himself. Adult hands on his, helping his hands take off a hat, socks, shoes, pull down pants, etc., will give him his first notions of what to do. Putting "on" will come a little later but will improve from the same methods. Actions calling for smaller and more exact movements (unbuttoning) buttoning, unzipping, zipping, etc.) will come still later. They will require practice, first with very large buttons and zippers, then with increasingly smaller ones.

Emotional: Comments Specifically Regarding Visually Impaired Children

The child who is visually impaired can and must feel and hear the love of others for him, whether he can see it or not. While his ability to look at others may be very much missed, his feelings are very much present.

If a baby is premature and has to spend time in the hospital in an incubator with little or no picking up and touching allowed, he may have to be taught to like to be held. He may, at first, show real displeasure, but it is essential that he learn early the joy of a close relationship so that he can develop the first understanding of "me/you" and "me/objects in the world around me."

As visually impaired children develop, they are open more and more to certain "common dangers" and possibilities of hurt (physical and psychological). Limits can and must be set as to what each can and cannot do, where each can and cannot go, with words and actions which make sense to that child.

More than other children, the child who is visually impaired will need places he can call his own. (Ex. place for his toys, work, etc.) This is particularly important for him, so that he can find things by himself, take responsibility for putting things away, and begin to get a feeling of order, of what to expect in his world.

The visually impaired child's awareness of other children and his increasing contacts with them must be encouraged.

Language: Comments Specifically Regarding the Visually Impaired Child:

The development of language of the visually impaired child will follow the same sequence of development as that of the normal child. After basic language concepts have been attained, language will usually take over for vision in organizing into thought what the child has experienced, if the experiences are truly meaningful ones.

Things and actions can be named for him as he encounters and/or does them. As his understanding and vocabulary grow, he will be increasingly able to follow directions, to do simple actions or to answer simple questions. To aid the child in his understanding of words, "lap games" may be used. Lap games not only have the value of physical contact between parents/teacher and child, they also introduce words related to objects and actions. "Patty-cake" and "This Little Pig" are good examples. Games involving touching and naming are excellent (for example, the touching and naming of body parts). Talking about experiences as they occur is essential. For stimulation, place a variety of toys within easy finding range of the child.

If visually impaired boys and girls have some vision, it is important to find out in what ways it can be made useful in learning. If the child can see colors, he should learn colors, if he can see pictures in books, he should be helped in learning to recognize what the pictures show. Should he have very little or no useful vision, simple books can be made which will stimulate his interest. The books, at first, may have only two or three pages with covers formed from corrugated boxes. On each page could be fastened a real object interesting to the touch (block, cotton, mitten).

Words should be used to teach arithmetic ideas but the child's verbal instruction must be accompanied by the experience of actually counting real objects.

Skills having to do with such objects as money and the telephone can be taught when the child has good finger control as well as the awareness of what these objects are and how they are used. Repeated demonstrations of their use will accelerate the learning process.

APPENDIX IV

SAMPLE STRATEGIES

INSTRUCTIONAL STRATEGIES

A strategy is a method of controlling and manipulating information. It may reflect a genetically based predisposition or it may be learned in the course of organism - environment interaction. Reliance on one or another strategy may influence the course of language development in either its rate or its direction.

A strategy may also vary in its conditions of use: it may be used primarily at only one point in development by some or all children, or it may be used by certain children as a characteristic strategy at all or many points in development. (Nelson 1973). Some aspects of language development which facilitate comprehension and production such as discrimination, imitation, timing, patterning and intonation will be viewed as strategies of acquisition.

SAMPLE STRATEGIES
FOR THE
VARIOUS ASPECTS OF LANGUAGE DEVELOPMENT

(All teaching takes place in a situational context: Materials will vary depending on the age and sex of the child).

A. Discrimination

Behavioral Objective: Given the stimulus of a speech sound, the child will demonstrate that he hears the difference in the duration of the sound by an appropriate physical movement.

1. Materials

Materials should be an object that will hold the child's attention.

This object should be based on the child's age and sex. e.g. cars, trucks, dolls, balls, stuffed animals, etc.

2. Stimuli or Vocabulary

Since this is the beginning level, the stimulus should be a vowel sound such as /a/, /i/, /u/ or nonsense syllables such as pa, bu.

3. Procedure

Seated on the floor with the child eliminating all distractible external stimuli, the teacher takes the object and moves it vocalizing for a certain length of time. (Should be repeated until child understands the task.) The teacher then gives the object to the child and he in turn moves the object for the same period of time that the teacher vocalizes. (Initially, the teacher may need to manipulate child.)

B. Timing

Behavioral Objective: Given the stimulus of any vowel or consonant-vowel combination, the child will demonstrate that he hears the difference in the timing pattern of the sounds in terms of fast and slow by an appropriate physical activity.

1. Materials

No materials are needed for this beginning lesson.

2. Stimuli or Vocabulary

Consonant and/or vowel sound - beginning with low frequency sounds and progressing to high frequency sounds. (Refer to Appendix IV for example.)

(1) All vowels are low frequency (tonality sounds)

(2) Consonants p,b,m, are low

Consonants /k/, /g/, /x/, /z/, /j/ are high

3. Procedure

Seated on floor with the child eliminating all distractable external stimuli, the teacher vocalizes in a fast beat the consonant and/or vowel sounds. The child should be shown how to respond (physically) and then, be expected to respond by clapping his hands fast or slow when he hears the vocalizations of the teacher.

C. Patterning

Behavioral Objective: Given the stimulus of the syllable or word patterns, the child will demonstrate that he perceives the element pattern and his memory span is adequate to handle it by:

Second Level - imitating the pattern orally, but not necessarily with proper articulation.

1. Materials

A ball

2. Stimuli or VocabularyWord Level

Bounce the ball

Bounce the ball

Bounce the ball high.

3. Procedure

- a. Teacher says the rhyming pattern (Bounce the ball, Bounce the ball, Bounce the ball high) while actually bouncing the ball - using the proper intonation, and macro-movements (body movements).
- b. The child, imitating the pattern of the teacher, will respond orally with the best articulation possible e.g.

The child may respond with:

Bon a bo.

Bon a bo.

Bon a bo ar.

If a child gives the above response with the correct pattern, even though he demonstrates mis-articulations, it is still correct on this level.

D. Intonation

Behavioral Objective: Given the stimulus of a vowel with a constant pitch level, the child will imitate by sustaining a constant, pitch, but not necessarily imitating the stimulus vowel.

1. Materials

Teddy Bear

2. Stimuli or Vocabulary

The vowel /a/.

3. Procedure

- a. Seated on the floor eliminating all distractible external stimuli, the teacher holds the bear (to keep child's attention) and phonates the vowel /a/ using a constant pitch for approximately 4 seconds.
- b. The child upon demonstration and manipulation if necessary is expected to phonate a sound using a constant pitch. (The sound does not have to be the same sound the teacher phonated on this level.)

A SAMPLE STRATEGY
FOR
COGNITIVE SKILLS

Six Years

A. Behavioral Objective

The child will be able to give two ways in which objects are the same two ways they are different.

B. Materials

- | | |
|-----------|-----------|
| 1. Pencil | 3. Orange |
| 2. Crayon | 4. Ball |

C. Procedure

1. Placing the orange and the ball on the table, the teacher will identify the objects.
2. The teacher then points out that the orange and the ball are the same in many ways. For example, they both are round (teacher makes a round movement with her hands to show that the objects have the same shape). They both roll (teacher should take both objects and roll them on the table or on the floor to show that they both roll).
3. The teacher now explains how the orange and ball are different in many ways. For example, the orange can be eaten and the ball cannot. Size, color, texture, and usage may be used to demonstrate the differences in the orange and ball.
4. Placing the crayon and pencil on the table, the teacher will ask the student to identify the objects.
5. Then the teacher will ask the child to name two ways the objects are the same. The teacher will now ask how they are different.
6. The teacher will record the child's answers.

D. Evaluation

The teacher will evaluate the child's responses looking for key concepts (parts of language) with which the child may be experiencing difficulties. For example: verbs, adjectives, [(write, color, etc.) (hard-soft) (long-short) (fat-skinny) etc.]

A SAMPLE STRATEGY
FOR
SELF-HELP SKILLS

Two Years

A. Behavioral Objective

The child will be able to masticate his food and discriminate edible substances.

B. Materials

1. A cookie
2. Orange
3. A Pretzel

C. Procedure

1. Placing the edible substances on the table one at a time, the teacher will ask the child to name or point to the cookie, the orange, and the pretzel.
2. The teacher will break the edible substances into small pieces allowing the child to taste each one. While the child is eating, the teacher should name and point to the substance. e.g.
Is the cookie good? Do you like that cookie?
3. After the child has tasted all of the substances, the teacher will instruct the child to close his eyes and open his mouth.
(Teacher may have to demonstrate).
4. The teacher now places a small portion of one of the substances in the child's mouth. After allowing the child to eat the substance, the teacher will ask the child to open his eyes and find the substance which matches the one that he has just eaten.
(For orange you may want to give the child one slice or just the juice from the orange).

D. Evaluation

The teacher should record whether the child responded verbally or motorically to the task. By observing the child's responses to the edible substances, the teacher may be able to identify primary reinforcers. If the child fails to perform the task the teacher may want to repeat the task clarifying and simplifying her instructions.

A SAMPLE STRATEGY
FOR
SOCIAL-EMOTIONAL DEVELOPMENT

Three Years

A. Behavioral Objective

The child may be willing to take his turn; understands sharing - less hoarding.

B. Materials

1. Crayons
2. Construction Paper

C. Procedure

1. During an art lesson, the teacher will verbally instruct the children to make a picture on their construction paper.
2. The teacher will then have a child pass out the materials. (One box of crayons per two children and one piece of construction paper per child.)
3. The children will take turns sharing their crayons.

D. Evaluation

The teacher will observe and record those children who exhibit acceptable sharing skills. Other aspects of social skills such as cooperation, taking turns, respect for property, etc. may also be observed.

A SAMPLE STRATEGY
FOR
COGNITIVE DEVELOPMENT

Two Years

A. Behavioral Objectives

The child will match like objects (color, shape, texture, size).

(When doing a lesson, only one dimensional aspect should be treated.)

B. Materials

1. Two red balls
2. Two blue balls
3. Two green balls
4. Two yellow balls

C. Procedure

1. The teacher will separate the eight balls according to color.
(While performing the task, the teacher should verbally explain what she is doing).
2. Placing three balls on the table (two of which are the same color), the teacher will ask the child to find the matching objects.
3. The teacher will repeat the task until all colors have been successfully matched by the child.
4. This task should be repeated using other objects and other dimensions.

APPENDIX V
CHARTS AND TABLES

(Asp, 1973)

LOW, MIDDLE, HIGH, FREQUENCY WORDS

<u>LOW</u>	<u>LOW-MIDDLE</u>	<u>MIDDLE</u>	<u>MIDDLE-HIGH</u>	<u>HIGH</u>
BOO	BLOOD	JUMP	TELL	SEASHELL
BOW	BROWN	PUN	KNEE	SICK
MOO	ROUND	LIP	KITE	CATCH
PULL	BOOK	LIME	GIVE	SISTER
POOL	UNDER	HALL	HIT	CHEAT
BLOW	BARBER	HEAD	TIE	SCISSORS
BLUE	APPLE	WHEN	TODAY	TEN
MOON	UP	HOP	NINE	KEEP
WARM	BOAT	LETTER	LIE	BUSY
NO	POP	LADDER	LADY	ITCH
PURPLE	NUMB	DINNER	WEIGH	TEETH
ROPE	BUBBLE	AHEAD	LIKE	TREE
OPEN	BUMP	LAWN	HE	SEE
WOOL	WOMB	BUTTER	HIDE	SHE
HOME	POM POM	MAN	HAY	CHEAP
WOOD	PUMP	BALL	LIKE	HE
WOE	MOW	ANIMAL	LIGHT	HAT
WOO	GUM	HOT	LIE	BAT
MOOD	PUB	MAD	SIGH	SHEET
POOR	BUM	MEN	FEE	TEACH
MOON	PUP	TENT	THIS	KISS
MOVE	NOW	TEN	YES	SINCE
BROOM	MORE	MET	YEAST	SIT
PRUNE	MUM	NOT	FEET	SEAT
BOOM	MOP	TOY	EACH	COST
NOON	MARBLE	JOY	HIS	TEA
	BUTTON	VOID	KITTY	CITY
	COMB	DUCK	CATCH	TEASE
	WHEN	JAM	CASH	
	GOOD	ROCK		
	OW	CAT		
	KNOCK	COT		
	POW	OLIVE		
	PAW	LOVE		
	GO	DRUM		
	NOW			
	DOWN			
	TOWN			
	OWN			
	ONE			
	ALL			
	LOW			
	BUG			

VOWELS

SYMBOL	EXAMPLE	SYMBOL	EXAMPLE
e	ray	ɑ	hot
ɪ	feet	ɪ	hit
aɪ	light	ɛ	red
o	boat	æ	hat
ʌ	up	ʊ	foot
ʊ ..unstressed.....	moon	ð	father
ɔɪ	oil	ʒ' ... stressed...	circus
oʊ	out		
ɔ	all		

CONSONANTS

SYMBOL	EXAMPLE	SYMBOL	EXAMPLE
b		ʃ	shoe
d		ʒ	measure
f		θ Voiceless	three
g		ð Voiced	there
h		ʒ'	judge
j	yellow		
k			
l			
m			
n			
p			
r			
s			
t			
v			
hw	white		
z			
tʃ	church		

SUGGESTED UNITS BASED ON NORMAL LANGUAGE DEVELOPMENT

It is difficult, if not impossible to list the vocabulary of a hearing impaired population, since a generalization is misleading. The following units and vocabulary lists the words of normal hearing children by semantic categories. (Nelson, 1973).

The vocabulary listed below can be taught effectively through one or more of the competency areas listed in this curriculum guide. For example, the vocabulary listed under the category of food and drink could be taught in conjunction with self-help skills, i.e. how to peel an apple, feeding one's self, chewing and others. These same words could be taught in a cognitive aspect during spelling, reading, science, math, and social studies lessons. Language and communication skills as well as self-help could be taught so as to encompass the same vocabulary.

Therefore, the rationale for this list is multi-purpose. It (a) provides teachers with a starting point for vocabulary (b) provides teachers with units for long-range planning and (c) provides teachers with a criterion reference.

WORDS ACQUIRED IN THE FIRST 50-WORD VOCABULARIES

BY SEMANTIC CATEGORIES

Category and Word	Frequency	Category and Word	Frequency
Food and drink:		Clothes:	
Juice.....	12	Shoes.....	11
Milk.....	10	Hat.....	5
Cookie.....	10	Scoks.....	4
Water.....	8	Boots.....	2
Toast.....	7	Belt.....	2
Apple.....	5	Coat.....	2
Banana.....	3	Tights.....	1
Drink.....	3	Slippers.....	1
Bread.....	2	Shirt.....	1
Butter.....	2	Dress.....	1
Cheese.....	2	Bib.....	1
Egg.....	2	Total.....	31
Pea(s).....	2		
(Lolli) pop.....	2	Toys and Play Equipment:	
Candy.....	1	Ball.....	13
Clackers.....	1	Blocks.....	7

Category and Word	Frequency	Category and Word	Frequency
Food and Drink:		Toys and Play Equipment:	
Coffee.....	1	Doll.....	4
Cracker.....	1	Teddy Bear.....	2
Food.....	1	Bike.....	2
Gum.....	1	Walker.....	1
Meat.....	1	Swing.....	1
Melon.....	1	Total.....	<u>30</u>
Noodles.....	1		
Nut.....	1	Vehicles:	
Peach.....	1	Car.....	13
Pickle.....	1	Boat.....	6
Pizza.....	1	Truck.....	6
Soda.....	1	Plane.....	1
Spaghetti.....	1	Bus.....	2
Total.....	<u>90</u>	Choo choo.....	1
		Total.....	<u>29</u>
Animals:		Furniture and Household Items:	
Dog (variants).....	16	Clock.....	7
Cat (variants).....	14	Light.....	6
Duck.....	8	Blanket.....	4
Horse.....	5	Chair.....	3
Bear.....	4	Door.....	1
Bird.....	4	Bed.....	1
Cow (variants).....	4	Crib.....	1
Bee.....	1	Pillow.....	1
Bug.....	1	Telephone.....	1
Donkey.....	1	Washing Machine.....	1
Frog.....	1	Drawer.....	1
Goose.....	1	Total.....	<u>29</u>
Monkey.....	1		
Moose.....	1	Eating and Drinking Utensils:	
Pig.....	1	Fork.....	1
Puppy.....	1	Dish.....	1
Tiger.....	1	Tray.....	1
Turkey.....	1	Bottle.....	8
Turtle.....	1	Cup.....	4
Total.....	<u>67</u>	Spoon.....	2
		Glass.....	1
Personal Items:		Knife.....	1
Key.....	6	Total.....	<u>19</u>
Book.....	5		
Watch.....	3	Outdoor Objects:	
Tissue.....	1	Snow.....	4
Chalk.....	1	Flower.....	2
Pen.....	1	House.....	2
Paper.....	1	Moon.....	2
Scissors.....	1	Rock.....	2
Pocketbook.....	1	Flag.....	1
Money.....	1	Tree.....	1
Total.....	<u>21</u>	Map.....	1
		Total.....	<u>15</u>

Category and Word	Frequency
Places:	
Pool.....	3
Beach.....	1
School.....	1
Porch.....	<u>1</u>
Total.....	<u>6</u>

APPENDIX VI

SAMPLE DEVELOPMENT PROFILE

GENERAL PROCEDURE FOR ADMINISTERING THE PROFILE

This sample developmental profile represents a compilation of the instructional objectives of the five areas of this curriculum. Within each of the areas, the vertical sections each symbolize one instructional objective under the broad categories of language and communication skills, cognitive development, self-help skills, social-emotional skills and psychomotor skills. For example, at the age of six months in cognitive development, there are nine instructional objectives, while at the age of six months in language and communication skills, there are only two objectives.

The profile should be used as an instrument for programming and recording a child's ongoing progress. Starting with the first objective in each area, the examiner would assess the child's accomplishment of each instructional objective. If the child successfully performs the indicated task, the examiner would mark an "X" in the box which corresponds with that objective and proceed to the next objective. When the child can no longer perform the set of tasks in each age group, it is recommended that programming begin at this age level with remediation for the areas not successfully completed. This initial assessment should be color coded and the date of assessment marked in the appropriate color.

As a record of the child's ongoing progress, the teacher would record dates of accomplishment for each instructional objective in the vertical boxes. This record is of value when continuing programming, writing report cards or progress reports and parent-teacher conferences.

SAMPLE DEVELOPMENTAL PROFILE

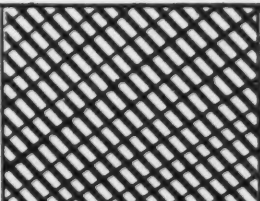
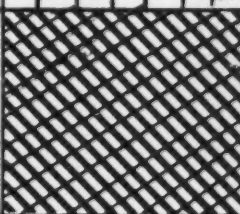
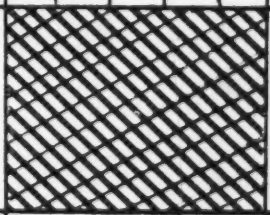
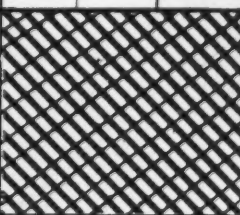
NAME _____
 BIRTHDATE _____
 DATE OF EVALUATION _____

	Zero to Four Months				One Month	One Year Six Months	Two Months	Three Months	Four Months	Five Months	Six Months
Language Communication											
Cognitive											
Self-help											
Social-Emotional											
Gross Motor											
Fine Motor											

NAME _____

[illegible]

NAME _____

	Two Years				Two Years Six Months				Three Years				Three Years Six Months				Four Years				Four Years Six Months				
Language Communication																									P
																									Syn
																									Sem
Cognitive																									
Self-help																									
Social-Emotional																									
Gross Motor																									
..... Fine Motor																									

NAME _____

		Five Years				Five Years Six Months			Six Years		Seven Years		Eight Years		Nine Years	
Language Communication	P															
	Syn															
	Sem															
Cognitive																
Self-help																
Social-Emotional																
Gross Motor																
Fine Motor																

- Asp, Carl, "The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Preschool Deaf Children." U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Education for the Handicapped, 1973.
- Bangs, Tina E. and Garrett, Susan. Birth - 3 Scale for Handicapped Children. Huston Speech and Hearing Center, Houston, Texas.
- Bayley, Nancy. Bayley Scales of Infant Development, New York: The Psychological Corp., 1969.
- Berry, Mildred. Speech Correction.
- Cattell, Psyche. Measurement of Intelligence of Infants and Young Children. New York: The Psychological Corp., 1950.
- Cratty, B.J. and Sams, T. Body Image of Blind Children, American Foundation of the Blind, 1968.
- Doll, Edgar A., Vineland Social Maturity Scale. Circle Pines, Minn. American Guidance Service, 1965.
- Frankenburg, W.K. and Dodds, J.B. Denver Developmental Screening Test, Denver: University of Colorado Medical Center, 1969.
- Gesell, Arnold L. Child Development. New York: Harper and Row, 1949.
- Gesell, Arnold L., The First Five Years of Life. New York, Harper and Row, 1940.
- Halliday, Carol: The Visually Impaired Child Growth Learning, Development Infancy to School Age, Instructional Materials Reference Center, American Printing House for the Blind. 1839 Frankfort Avenue, Louisville, Kentucky, March 1970.
- Holme, Richard. Developmental Psychology Today, 1971.
- Mottraux, R.W., "Speech Profiles of the Preschool Child 18 to 54 Months" Journal of Speech and Hearing Disorders, Vol. 15, 1950.
- Nelson, Katherine, "Structure and Strategy in Learning to Talk, Monographs of The Society for Research in Child Development, Vol. 38, Nos 1-2, Feb. - April, 1973.
- Northcott, Winifred. Curriculum Guide Hearing Impaired Children - Birth to Three Years and Their Parents, A.G. Bell Association for the Deaf, Inc., 1972.
- Osertsky, N. Psychomotorik: Methoden zur untersuchung der motorik. Beih, Zeitschrift Angewandte, Psychol., 1931, 17, 162.
- Sanford, Anne, Learning Accomplishment Profile. U.S. Office of Education Bureau of Education for the Handicapped, Washington, D.C.
- Seashore, R.H., Stanford Motor Skills Unit, Psychol. Management #78, 1928.
- Taylor, Rhea (Mrs.) et als. The Lexington Developmental Scale, United Cerebral Palsy of the Bluegrass, Inc., 1973.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

OCT.31 . 1978